Educator Effectiveness Advisory Committee

Teacher & Instructional Leadership Standards
Utah State Office of Education
September 24, 2010

Minutes: Meeting #1 – 9:00 a.m., Room N/S Boardrooms

Present: Kerrie Naylor, Linda Alder, Robyn Roberts, Annette Evans, Bart Reynolds, Becky Hatch, Beverly Jenson, Brenda Ruffier, Carl Boyington, Cathy Jensen, Clyde Mason, Erica Horsley, Joe Matthews, Karen Jackson, Kathy Webb, Laura Hunter, Leah Voorhies, Luanne Forrest, Lynne Baty, Mary Alice Rudelich, Mary Bailey, Mary Burbank, Mary Shumway, Richard Call, Richard Rhees, Robert Austin, Robert Shaw, Sara Jones, Scott Bassett, Sharon Gallagher-Fishbaugh, Sterling Hilton, Steven Laing, Tamra Baker, Todd Billings, Travis Rawlings

Not Present: Maggie Barber, Ann White, David Smith, Elizabeth Wilson, Gail Howe, Janene Bowen, John Goldhart, John Jesse, Lori Gardner, Mary Shumway, Michelle Stephenson, Nedra Call, Pam S'ua, Rebecca Smith, Reed Spencer, Tiffany Hall, Whitney Child

- 1) Welcome and Introductions
 - a. Linda Alder and Kerrie Naylor welcomed everyone to the meeting. Committee members introduced themselves. Each member received a folder for the meetings as they signed the roll.
 - b. Members discussed group norms: difference between norms and ground rules norms are the culture of a group/society that are developed through interaction/collaboration (shared understandings); focus on the positive of how group "plays" together.
 - c. How will we work together? Member received the handout Dialogue-Shared Action
 - These Norms are about the individual as part of a group
 - Who are we advising? Make recommendations to the decision-makers.
 - All members are equal and each voice is valid and needs to be heard and understood
 - d. How do we make decisions? Majority, consensus, or...
 - "Avoid making decisions" discussed how will this committee make decisions? Will we be the ones to make the decisions or will it be recommending to others who will make the final decisions? What are outcomes? About dialogue, but this is not the full purpose for this group what is purpose?
 - Change to Keep an Open Mind; Make Thoughtful Decisions; Present/Propose Decisions in a Timely Manner;
 - Strike completely decision/recommendation norm
 - Change phrase to: Propose recommendations with consensus
 - Remove completely for the time being
 - Silence means you agree; or silence means time to process this was discussed.
 - Remove the phrase Silence is golden but keep the remaining portion
 - Add
 - Keep an Open Mind
 - Silence is not necessarily agreement, but all need to speak and feel comfortable.
 - How does loyalty play a role? What stays among the committee or is it shared? We all have parties we are responsible to represent. This discussion will be put aside until decisions need to be made.

2) Purpose of Committee

- a. Handout *Promises to Keep* and PowerPoint
- b. Members discussed "The Compact" citizens give resources to educators who will in turn educate the children of Utah. As part of becoming a state, education needed to be free to all students (Homestead Act 1866).
- e. How do we get this document out there because we cannot work in isolation?
- f. Remember the resources a lot of information already spread throughout the state because of the people in this room for committee to meet.
- g. Know vision and belief and understand the work we are doing
- h. How do CRT tests link back to Promises to Keep? What is foundation for what we are doing? Why? With numbers from CRTS the vision is narrowed.
- i. How did use of "literacy and numeracy" words come to be used in *Promises to Keep* document?
- j. Too many purposes may cross each other and cancel each other out; simplify document for purposes of vision/mission.
- k. Fairness and equitable education met in Literacy/numeracy
- I. Framework = changes how we interact with teachers, parents, students
- m. What is missing; definition of "teacher quality"? We need indicators of teacher quality; improve prep programs; recruiting; retaining/rewarding teachers and principals; providing professional development for all stages of career continuum.
- n. What does "Highly Effective" mean? Experience- or research-based outcomes able to measure assessments or not?
 - To provide clear evidence of student growth (learning) connected to instructional effectiveness; need to assess qualifiers in order to measure instructional effectiveness. Are my students learning? Children learn at different paces so how do we define student growth because all students are different.
- o. Resources are tied to philosophical constructs; how does this fit into living in a democracy?
- p. Can teacher performance be measured? We need to believe it can happen and find a way (assumption) to make it happen in order to help student growth (learning).
- q. Instructional leaders responsibility about finance as part of the evaluation
- r. Learn from other states because it is national movement
- s. Draft of standards by March and then out to others for comments about June. Meet in June for final decisions on standards.

3) Meeting Schedule:

a. Teacher Standards Work Group (Linda)

	October 29, 2010	9:00 - 4:00 p.m.	Room #241
	November 12, 2010	9:00 - 4:00 p.m.	Room #156
	December 16, 2010	9:00 - 4:00 p.m.	Room #156
b.	Educational Leaders Standards Work Group (Kerrie)		
	October 28, 2010	9.00 - 4.00 n m	Room #241

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Educational Leaders Standards Work Group Minutes: